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United Nations Decade for Human Rights Education, 1995-2004, and public information activities in the field of human rights

Note by the Secretary-General**

The Secretary-General has the honour to transmit to the members of the General Assembly the report of the United Nations High Commissioner for Human Rights on the United Nations Decade for Human Rights Education, 1995-2004, and public information activities in the field of human rights, submitted in accordance with General Assembly resolution 55/94 of 4 December 2000.

* A/56/150.

** In accordance with General Assembly resolution 55/222, part III, paragraph 10, the present report is being submitted on 7 August 2001 so as to include as much updated information as possible.

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Report of the United Nations High Commissioner for Human Rights on the United Nations Decade for Human Rights Education, 1995-2004, and public information activities in the field of human rights

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I. Introduction

1. At the fifty-fifth session of the General Assembly, the Office of the High Commissioner for Human Rights presented the report on the mid-term global evaluation of the progress made towards the objectives of the United Nations Decade for Human Rights Education (1995-2004) which was carried out between April and August 2000 (A/55/360). The report included an analysis of national and international initiatives undertaken within the first five years of the Decade and a set of recommendations for future action addressed to the national, regional and international levels.

2. In its resolution 55/94 of 4 December 2001, the General Assembly requested the High Commissioner for Human Rights to bring those recommendations to the attention of Governments, intergovernmental and non-governmental organizations, and to report to the General Assembly at its fifty-sixth session on the progress made towards the achievement of the objectives of the Decade.

3. Accordingly, the present report includes communications received from those actors and other information on human rights education and public information activities undertaken by the Office of the High Commissioner between December 2000 and mid-July 2001. Section II refers specifically to the implementation of the Plan of Action for the Decade, and Section III to other public information activities in the field of human rights undertaken by the Office.

II. Implementation of the Plan of Action for the United Nations Decade for Human Rights Education

4. This section follows the structure of the Plan of Action, highlighting the advancements in the implementation of some of its components.

A. Component one: assessing needs and formulating strategies for human rights education

5. The mid-term evaluation of the Decade (see A/55/360), which has been a complex and participatory process, highlighted human rights education needs, accomplishments and obstacles, as expressed by the many actors involved, and recommendations for the remainder of the Decade.

B. Components two and three: strengthening international and regional programmes and capacities for human rights education

1. United Nations system

Office of the United Nations High Commissioner for Human Rights

6. In line with the recommendations of the mid-term evaluation and with relevant resolutions of the General Assembly and the Commission on Human Rights, the contribution of the Office of the High Commissioner for Human Rights (OHCHR) to the Decade's objectives has focused on the following courses of action:

Ensuring basic worldwide coordination for the Decade

7. The Office has continued to disseminate information on the Decade and on human rights education in general by answering related inquiries from interested representatives of Governments, intergovernmental and non-governmental organizations, academic institutions and others. Notes verbales were addressed in May 2001 to all Governments, as were letters to intergovernmental and non-governmental organizations, drawing their attention to General Assembly resolution 55/94 and soliciting information on their contribution to its implementation. A page of the OHCHR web site specifically related to the Decade is periodically updated in order to disseminate related information.

Facilitating networking and information-sharing among the Decade's actors

8. Two major contributions of the Office in this regard are the new OHCHR Database on Human Rights Education and the OHCHR Resource Collection on Human Rights Education, which were launched on Human Rights Day 2000.

9. The Database on Human Rights Education is one of the outcomes of the mid-term evaluation of the Decade. Within this context, in the year 2000, OHCHR

launched a global survey, in cooperation with the United Nations Educational, Scientific and Cultural Organization (UNESCO), on organizations, materials and programmes for human rights education developed and active since the beginning of the Decade. The survey was undertaken through the dissemination of targeted questionnaires addressed to Governments, intergovernmental organizations, non-governmental organizations, national institutions, human rights institutes, universities and others. At the same time, a database for hosting information received in reply to those questionnaires was designed and has been gradually updated in order to reflect all information received. In the future, other relevant data shared with OHCHR will be included in the database, which will be regularly updated.

10. The database is accessible through the OHCHR web site (http://www.unhchr.ch/hredu.nsf) and is structured into the following five interlinked sections: General (which shows all database documents together); Institution (name, address, contact person, type, etc.); Programme (type, description, target audience, etc.); Material (bibliographic and substantive information); and Scholarship (funding organization, admission requirements, etc.). The five sections can be searched by geographical focus, target groups, substantive focus, country/region, type and language. The information contained in the database is accessible in three United Nations languages (English, French and Spanish).

11. The OHCHR *Resource Collection on Human Rights Education*, which includes a variety of specialized human rights education and training materials, is a thematic collection and forms a part of the future OHCHR library. Since the inception of the Decade, OHCHR has collected more than 1,000 items, including monographs, curricula, children's books, reports, research papers, workshop/seminar reports, multimedia, training and reference materials. In addition, as a result of the mid-term evaluation, OHCHR has received a large amount of related materials from various partners. Those materials are now accessible to human rights educators and other interested visitors in the Resource Collection Room, which is located on the ground floor of the OHCHR headquarters in Geneva, and supervised by a specialized documentalist.

12. In addition, OHCHR has organized regional activities, among them, the Subregional Workshop on Human Rights Education in Central Africa (March 2001), which gathered representatives of Governments, national institutions, non-governmental and intergovernmental organizations from the subregion. The workshop, which was the first activity of the United Nations Subregional Centre for Human Rights and Democracy in Central Africa, adopted recommendations for national, subregional and international action, and agreed on a priority programme for the Subregional Centre, which focuses on human rights education and public information activities. A regional conference on human rights education in Latin America and the Caribbean is currently being jointly organized with UNESCO, and will be held in Mexico City in November and December 2001.

13. The Office also cooperated with UNESCO in the organization of the latter's Annual Meeting of Directors of Human Rights Institutes, which was held in Paris from 22 to 24 January 2001, and was attended by representatives of about 50 human rights institutes and UNESCO Chairs from all over the world. The meeting focused on the following areas: human rights and the struggle against poverty; preparations for the forthcoming World Conference against Racism; follow-up to the mid-term evaluation of the Decade, and strengthening of cooperation among the various institutes.

14. In February 2001, OHCHR published a Compendium of national plans of action for human rights education (unedited version), to facilitate information-sharing and assist States in the development of national plans of action for human rights education. The Compendium is composed of an introduction, which provides background information on the development of national plans of action for human rights education; the texts of existing national plans of action for human rights education, including relevant sections of overall national human rights plans; and various annexes, including relevant United Nations documents.

15. The Office has substantively participated in and, in some cases, financially supported, training and educational activities organized by various institutions and organizations at the international level (for instance, by the International Institute for Human Rights/France and the Canadian Human Rights Foundation) and at the regional level (for instance, by the Arab Institute for Human Rights Studies/Egypt in

the Arab region and by the Asian Regional Resource Centre for Human Rights Education/Thailand). Finally, OHCHR has continued to assist and support human rights education programmes by all actors through the provision, free of charge, of its publications (see sect. III.A below).

Supporting national capacities for human rights education

16. OHCHR has continued its technical cooperation activities aimed at strengthening national capacities in the field of human rights, including human rights education and public information. Details of these activities are provided in the report of the Secretary-General on advisory services and technical cooperation in the field of human rights to the Commission on Human Rights (E/CN.4/2001/104).

Assisting grass-roots human rights education initiatives

17. As indicated in previous reports (see, in particular, A/54/399), the Assisting Communities Together project was initiated in 1998, in cooperation with the United Nations Development Programme (UNDP), to assist organizations and individuals at the local level in carrying out activities aimed at strengthening the promotion and protection of human rights in local communities. In 1998, 69 individual grants, totalling approximately US$ 130,000, were awarded to human rights initiatives in 24 countries. Thanks to additional contributions received in 1999 from the United Nations Foundation for International Partnerships, a second phase of the project was launched in November 1999, and supported 97 human rights education projects in 16 countries. Given the encouraging feedback from civil society and from United Nations partners in the field, and in accordance with General Assembly resolution 55/94, a third phase of the project will be launched by September 2001, as a component of the global OHCHR programme for the Decade.

Developing a selected number of human rights training materials

See section II.D below.

Globally disseminating the Universal Declaration of Human Rights

See section II.E below.

United Nations Environment Programme

18. One of the core functions of the United Nations Environment Programme (UNEP) is the promotion of greater awareness of the international environment agenda and the facilitation of cooperation among all sectors of society and actors involved in its implementation. The Programme's outreach to the public has taken place through the Internet (see www.unep.org, the portal www.UNEP.Net and the online bookshop www.earthprint.com), television spots and photographic competitions. In addition, UNEP has been supporting the development of national expertise in the field of environmental policy and law through training and public information programmes, including the development of materials targeting young audiences, trainers and managers. One interesting experience is the Regional Environmental Action Learning Programme, launched in 1999 by UNEP in collaboration with UNESCO and another partner. It includes curricular and extra-curricular environmental education activities related to the needs of participating schools and surrounding communities. It is action-oriented; it aims at bringing about change to the environmental conditions at the local level and refers to basic human rights, such as the right to education, shelter, health, nutrition and sustained natural resources. Finally, in cooperation with OHCHR, UNEP is organizing a seminar on environment and human rights to discuss interlinkages, common protection approaches, the special role played by some groups and their vulnerability, and proposals for future courses of action at the national and international level.

United Nations University

19. Within its Peace and Governance Programme, the United Nations University (UNU) is engaged in mainstreaming a human rights approach into its various activities, in particular within its research projects, both in terms of topics covered and expertise used. Current research projects have focused on obstacles to the implementation of human rights, and have highlighted the human rights aspects of broad processes, such as conflict resolution, peacekeeping and peace-building. In addition, the University hosts an annual International Course, which welcomes

participants from all over the world selected from a wide array of professionals, activists and researchers. Such course has a human rights component, which includes an overview of the various human rights mechanisms currently in force under international law and of the various actors involved in human rights promotion and protection. The University is ideally positioned to further contribute to the Decade through research and through its increasingly broad-ranged dissemination activities.

2. Non-governmental organizations

20. Several international non-governmental organizations with consultative status with the Economic and Social Council have informed OHCHR of their contribution to the implementation of General Assembly resolution 55/94, as follows.

21. The Association of World Citizens pointed out that development issues should be a focus area of human rights education, for development is one of the main goals of governmental policies. Schools, as a part of governmental structures, should play an active role in educating children to development questions. Methodologically, teachers could approach this goal by making students reflect on their own life experiences and move from there to the social and economic chain of events behind those experiences. For instance, food habits and the right to food could be the starting points for discussions and research projects about trade, distribution of income, employment conditions, etc.

22. ATD Fourth World mentioned that human rights education should include information on remedial procedures accessible to citizens in cases of human rights violations. Extreme poverty should be regarded as one of those violations, and should therefore be the subject of human rights education programmes. Within those programmes, attention should not only be drawn to interaction between young people from different ethnic origins, but also from different social backgrounds; human rights education activities should be intensified for social workers' trainers and for poor populations which are especially vulnerable. Human rights education research should be intensified; it should be based on real cases and on the experiences and thoughts of victims of human rights violations.

23. France Libertés has financially supported various human rights education activities in Africa, Asia and Latin America, and in particular local projects focusing on the rights to education, health, economic development and on the culture of peace, democracy and non-violence. Such projects have included people's sensitization campaigns on indigenous people issues in Chile; training sessions for school teachers and representatives of social groups in Chile; the establishment of a centre in Mexico where human rights violations can be reported and which provides legal assistance to vulnerable groups, such as rural populations, street children, prisoners and people living with HIV/AIDS. France Libertés has also been advocating against the death penalty; a CD-ROM against racism was also produced and distributed among schools and for public awareness purposes.

24. The International Publishers Association supports the objectives of the Decade and expressed the need to raise awareness, in particular on the right to freedom of expression and intellectual property rights and their violation.

25. The People's Movement for Human Rights Education has developed demand-driven human rights education programmes focusing on the enhancement of, inter alia, human rights monitoring, gender equality, poverty alleviation and equal participation of the citizens in decision-making processes. The Movement has been promoting the development of human rights cities (in Argentina, Austria, Bangladesh, India, Mali, the Philippines and Senegal). Related educational programmes have included an analysis of traditional beliefs, collective memory and aspirations related to the contents of the Universal Declaration of Human Rights. The People's Movement for Human Rights Education has also been promoting the development of regional learning institutions for human rights education in various regions, responsible for creating a pool of community-based human rights educators. Various training-of-trainers sessions on the Convention on the Elimination of All Forms of Discrimination Against Women have been carried out. The Movement has also published various training materials, including a training package on the Convention, and human rights resource packets for non-governmental organizations. Finally, the People's Movement for Human Rights Education suggested that United Nations Member States should develop political leadership for human rights learning at all levels; United Nations agencies should integrate holistic human rights education in their projects and

programmes; and the media should be more involved in human rights public awareness.

26. The Romanian Independent Society of Human Rights affirmed that Governments' commitments to the Decade could be measured by assessing the budget they allocate to human rights education. While it is true that non-governmental organizations have a key role in achieving the objectives of the Decade, formal education (such as curriculum development) is a major governmental responsibility, and therefore Governments have an essential duty to fulfil in this context. International organizations should monitor Governments' compliance with their commitments and should disseminate information on various experiences, including materials and programmes, through a publicly available database. The Society finally affirmed that the ultimate goal of any educational effort, that is, to put human rights into practice, should guide educational work to be done within and after the Decade.

27. Susila Dharma International reported that, in 1997, one of its members, Mithra Foundation started human rights education programmes in Bangalore schools, based on human rights values as contained in the Indian Constitution and international instruments. Activities included school programmes, training of teachers, material development (in particular, a textbook in the Kannada language), establishment of partnerships with community organizations working in social development, etc. Main targets were marginalized social groups such as women, children, dalits, refugees and minority members, and the methodology used varied from formal school teaching to the use of stories, homework, artwork, debates, and role playing.

28. The World Organization Against Torture conducted various activities related to education against torture. Firstly, it organized or participated in training courses for military and police officers, such as training sessions for European police officers (which served as a basis for the development of training manuals), a seminar in Geneva for the Colombian army and police training courses in Colombia. Secondly, it supported human rights defenders with technical and substantive assistance. One example was Nigeria, where it also promoted the development of a national network on human rights issues. The World Organization Against Torture developed a partnership programme with human rights defenders, who have the possibility to learn about international mechanisms by doing internships within the organization's secretariat in Geneva; in exchange, the organization is enriched by the experience of local human rights activists.

C. Components four and five: strengthening national and local programmes and capacities for human rights education

29. The Plan of Action for the Decade provides for the establishment, upon the initiative of Governments or other relevant institutions, of national focal points or committees for human rights education, which should include a broad coalition of governmental and non-governmental actors and be responsible for developing and implementing a comprehensive, effective and sustainable national plan of action for human rights education. When applicable, this plan should constitute an integral part of the national development plan and be complementary to other relevant national plans of action already defined (overall human rights plans or those relating to women, children, minorities, indigenous peoples, etc.). Related guidelines (A/52/469/Add.1 and Add.1/Corr.1) were sent by the High Commissioner for Human Rights and the Director-General of UNESCO to all Heads of Government in September 1998.

30. Within the process of the mid-term evaluation of the Decade, more than 60 Governments have informed OHCHR of their related activities carried out in the first five years of the Decade. Further information forwarded to OHCHR between December 2000 and mid-July 2001 follows.

(a) **Argentina.** Since 1995, the Government has incorporated human rights in the school curricula, as part of ethics and citizenship education. The issues dealt with include: respect and the dignity of the person; respect for differences; discrimination as a violation of human rights; and peace and international human rights documents. Democracy, rule of law and justice, as well as individual responsibility in the promotion and the protection of human rights, are also included, and analysis of concrete cases and current events is envisaged. In 1997/98, the Federal Council of Education has also included human rights as a compulsory topic in the training of all teachers.

(b) **Austria.** The Government highlighted various recent initiatives undertaken at all levels. At the local level, in February 2001, the Municipal Council of Graz proclaimed the city of Graz a human rights city, with the aim of mainstreaming human rights into all activities and decision-making processes of the city's administration, including through the organization of human rights training for local government officials. In addition, the Graz European Research and Training Centre for Human Rights and Democracy develops and implements human rights training worldwide. At the national level, the Service Centre for Human Rights Education, established in 1997, continues to provide systematic assistance and advice to school teachers on human rights issues, including the development of special projects and of a newsletter. Anti-racism educational efforts were also reported. At the international level, the Government promoted human rights education in the framework of the Stability Pact for South-Eastern Europe, the Human Security Network and bilateral development cooperation projects.

(c) **Republic of Belarus.** In 1999, the Council of Ministers adopted the National Plan for Human Rights Education, covering the period 1999-2004. The Plan focuses on the school system and has six components: public information, including the dissemination of main United Nations and UNESCO instruments and relevant national legislation; the inclusion of human rights in the school curricula, as part of the subjects "Man and the world", "Man, society and the state" and "Fundamentals of the law of the Republic of Belarus", and the development of human rights courses at the higher education level; the organization of other educational activities, such as competitions, exhibition, film festivals, tours, etc.; the development of relevant school textbooks and teaching materials, and the carrying out of related research at the National Education Institute, the Republican Institute for Higher Schools, the Belarusian State Pedagogical University and a number of regional universities; the training of teachers, facilitated by international symposia and national seminars, training courses and conferences; and cooperation with other countries and international organizations such as the International Committee of the Red Cross and the United Nations Children's Fund.

(d) **Czech Republic.** The Government Human Rights Council, established in 1998 by the Government to monitor domestic compliance with fundamental human rights standards and comprising governmental representatives, as well as representatives of civil society, created in 1999 an expert Working Group for Human Rights Education. The Working Group was tasked to act as a focal point for the purposes of the Decade and had a significant part in drafting a comprehensive report on human rights education in the Czech Republic commissioned by the Government in 2000. The report builds on material submitted by the Ministries of Education, Justice, Finance, Labour and Social Affairs, Interior, Defence, Culture and Foreign Affairs; the Working Group also included information received from specialized educational establishments, institutes of higher education, professional organizations and non-governmental organizations. It focused on human rights educational efforts in schools and higher education establishments, and on the human rights training of teachers, employees of the Ministry of Finance, the police, and the Army, prison officials, social workers and health professionals.

(e) **Japan.** The Government reported a series of measures and activities undertaken in the implementation of the National Plan of Action for Human Rights Education (1997) in various fields (schools, professional groups, etc.), for specific sectors of the population (Buraku people, the Ainu people, persons with disabilities, the aged, etc.) and internationally. The Government also reported on the efforts being undertaken by local governments: 35 Japanese prefectures have established local task forces to pursue the Decade's objectives, and 26 have developed a local plan for human rights education. Municipal governments are also taking similar action.

D. Component six: coordinated development of materials for human rights education

31. The Office of the High Commissioner for Human Rights is making available information about human rights education and training materials developed under the Decade through its Database on Human Rights Education (see sect. II.B.1 above).

32. As far as the OHCHR contribution to this component is concerned, work has continued on six human rights training packages for human rights monitors, judges and lawyers, prison officials, primary

and secondary school teachers, peacekeepers and national and local non-governmental organizations. In the development of these materials, OHCHR works in close cooperation with relevant experts and organizations. The most advanced materials are the manual for human rights monitors, which is in print, and the training package for prison officials, which is being disseminated in a pilot version and will be sent to print by the end of 2001. More information on other OHCHR publications is provided in section III.A below.

E. Component eight: global dissemination of the Universal Declaration of Human Rights

33. On 10 December 1998, OHCHR launched a section on its web site which comprises the texts of more than 250 national and local language versions of the Universal Declaration of Human Rights. The database can be accessed at http://www.unhchr.ch/udhr/index.htm. Thanks to this project, in November 1999, the OHCHR was awarded the Guinness World Record for having collected, translated and disseminated the Universal Declaration of Human Rights into more than 300 languages and dialects, thus making it the most translated document — indeed, the most universal — in the world.

34. During the reporting period, OHCHR has continued to facilitate the development of new versions in indigenous and minority languages and has maintained the database, including through the revision of the existing versions. As of July 2001, 324 versions of the Declaration are available on the database.

35. In addition, on Human Rights Day 2000, OHCHR opened to the public its Universal Declaration of Human Rights Collection, which includes various types of material on the Universal Declaration developed by governmental and non-governmental organizations both on the occasion of the fiftieth anniversary of the Declaration (1998) and prior to/after the anniversary year. The Collection is unique in the world and comprises more than 400 items, including printed material (such as books for children, books in Braille, newsletters, calendars, articles, photographs, posters, etc.), multimedia materials (including audio cassette recordings in various national and local languages, CD-ROMs, videotapes and documentaries on the Declaration) and souvenir items (bookmarks, key chains, magnets, stamps, pins, etc.). A selection of the Collection is permanently displayed on the ground floor at OHCHR headquarters in Geneva.

III. Other public information activities of the Office of the United Nations High Commissioner for Human Rights

36. The present section supplements information provided in the last Secretary-General's report to the Commission on Human Rights (E/CN.4/2001/92).

A. Publications programme

37. In response to the need to strengthen its publications programme, OHCHR commissioned an external review, which was carried out by an independent consultant in June and July 2000. The consultant's recommendations provided the basis for the formulation of a new publications programme, the implementation of which will depend upon the availability of funding. The new programme would focus on publications in five core categories, namely: fact sheets; reference materials; training and education materials; special issue papers; and promotional materials. Special attention would be given to improved quality and multilingual dissemination. Initiatives in publications and the web site would be developed and managed in parallel as part of a comprehensive public information strategy.

38. According to a rough estimate, during the reporting period, the Office has distributed more than 40,000 copies of human rights publications, in addition to the 5,000 copies of each publication which are regularly distributed by the Distribution Section at the United Nations Office at Geneva through the mailing list established jointly by the Distribution Section and OHCHR. OHCHR has also increased the electronic dissemination of its publications. The publications section of the OHCHR web site is being developed and, in August 2000, OHCHR received authorization to reproduce its sales items on its web site.

39. **Fact sheets**. The Fact Sheet Series consists of booklets directed at a non-specialized audience,

addressing various aspects of United Nations activities in the field of human rights. In the reporting period, Fact Sheet No. 27, *Seventeen Frequently-Asked Questions about United Nations Special Rapporteurs*, was published. The next five numbers in the Series are in an advanced stage of preparation: Fact Sheet No. 28, *The Impact of Mercenary Activity on the Right of Peoples to Self-Determination*; No. 29 *Trust Funds*; No. 30, *Human Rights Defenders*; No. 31, *Right to Development* and No. 32, *Freedom from Poverty*. A number of outdated fact sheets are currently under revision. Finally, OHCHR has made available all the fact sheets on its web site, thereby enhancing their dissemination and contributing to a reduction in print runs and a rationalization of expenses.

40. **Reference materials**. The OHCHR reference publications are directed at a more specialized audience. In this regard, a revision of *Human Rights: A Compilation of International Instruments, vol. I, Universal Instruments* is currently under preparation and a Russian translation of *Human Rights: A Compilation of International Instruments, vol. II, Regional Instruments* is under way.

41. **Training and educational materials**. The Professional Training Series is designed primarily to provide support to the training activities of the OHCHR Programme of Advisory Services and Technical Cooperation in the Field of Human Rights, as well as to assist other organizations involved in human rights education for professional groups.

42. During the period under review, two items of the Series have been published in English: No. 7, *Training Manual on Human Rights Monitoring* and No. 8, *The Istanbul Protocol: Manual on the Effective Investigation and Documentation of Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment*. This second manual has also been made available in electronic format on the Internet. Other training materials are under preparation (see sect. II.D above).

43. In the framework of the United Nations Decade for Human Rights Education, a revision of *ABC — Teaching Human Rights: Practical Activities for Primary and Secondary Schools* is in an advanced stage of preparation.

44. Two specialized guides on relevant parts of the United Nations system for minorities and indigenous peoples are under preparation: *The United Nations Guide for Minorities* and *The United Nations Guide for Indigenous Peoples*.

45. **Special issue papers**. No items have yet been published in this core category. New publications are pending on the implementation of the new OHCHR publications programme.

46. **Promotional materials**. OHCHR, in cooperation with the Department of Public Information, has prepared flyers and brochures on the World Conference against Racism (see sect. III.D below).

47. **Media liaison**. The Office has continued to strengthen its capacity to communicate the human rights message. OHCHR staff responsible for media liaison briefs the international press regularly on the activities of the Office and on the human rights programme in general. Among other duties, the media liaison staff is also responsible for drafting press statements on behalf of the Office or the High Commissioner; organizing interviews and media appearances by the High Commissioner; assisting the special procedures mechanisms and the treaty bodies with their media liaison needs; the drafting and placing opinion pieces and other articles in major international publications.

B. Use of electronic means

48. During the reporting period, a fifth substantive database, the Database on Human Rights Education (see sect. II.B.1 above), was added to the existing Databases on Charter-based Bodies, treaty bodies, press releases and statements. The last four host approximately 30,000 records and full-text documents which are available for public access through the OHCHR web site (www.unhchr.ch).

49. The live audio broadcast of human rights events has expanded to include not only the sessions of the Commission on Human Rights but also those of the Preparatory Committee for the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance. The audio files are made available in different languages and are archived for research purposes. Live coverage on the Internet also includes daily text updates.

50. Given the fact that a clear information structure and professional designs are key to a user-friendly web site, OHCHR has also created and redesigned several

pages within its web site, such as those on women's rights, the World Conference against Racism and the Commission on Human Rights.

C. External relations programme

51. **Briefings**. OHCHR regularly organizes briefings for students, diplomats, journalists, public officials, academics, professors and non-governmental organizations. It also provides lecturers for briefings organized by the Department of Public Information. A total of 53 such briefings were delivered by OHCHR officers since the last report to the Commission on Human Rights.

52. **Exhibitions and human rights observances**. In the reporting period, OHCHR organized two exhibits. For the occasion of the forthcoming World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, the exhibit entitled "Amandla Awethu: African-Americans and African Solidarity", already displayed in 1999, was reproposed from 2 April to 7 May 2001 at Palais Wilson. Devoted to an important chapter in the history of human rights, the exhibit celebrated the struggle against apartheid in South Africa. The exhibit "Cerny Inuit Collection", consisting of circumpolar art works, was displayed at Palais Wilson from 23 July to 14 August 2001, during the meeting of the Working Group on Indigenous Peoples. In addition, on the occasion of the International Day for the Eradication of Extreme Poverty (17 October 2000), OHCHR, in collaboration with the International Movement ATD Fourth World, organized a commemoration entitled "I reject poverty, I work for peace".

53. Human Rights Day, which was commemorated at OHCHR headquarters on 11 December 2000, had as its main theme: "Human rights education: a contribution to a culture of peace". The morning was devoted to a forum on the culture of peace and, in the afternoon, the High Commissioner for Human Rights convened a panel of relevant United Nations agencies to share successful examples of human rights education programmes undertaken or sponsored during the first half of the Decade for Human Rights Education (1995-2004). On the same occasion, OHCHR opened its Resource Collection on Human Rights Education and launched its Database on Human Rights Education (see sect. II.B.1 above).

54. **Fellowship programme**. The objective of the human rights fellowship programme (established through General Assembly resolution 926 (X) of 14 December 1955) is to enhance knowledge of human rights standards and mechanisms. In past years, it has focused on the periodic reporting system established within the context of the major United Nations human rights treaties. OHCHR offers fellowships to governmental and non-governmental officials and representatives. For the year 2001, the programme is envisaged for November.

55. **Internship programme**. During the reporting period, OHCHR offered internships to more than 100 graduate students to enable them to gain first-hand knowledge of United Nations activities in the field of human rights. Internships are awarded without financial commitment of any kind on the part of OHCHR or the United Nations bodies.

D. World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance

56. In its resolution 52/111 of 12 December 1997, the General Assembly decided to convene a World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, of which the High Commissioner is Secretary-General.

57. **Printed materials**. The logo for the World Conference, presented by the Government of South Africa to OHCHR, was approved by the United Nations Publications Board in February 2001. It was launched by the High Commissioner for Human Rights at a briefing on 23 February 2001, to appear on all World Conference-related publications and information material.

58. The Office published three issues of a newsletter entitled *United against Racism, Durban 2001*, to report on the preparations for the World Conference. The newsletter is published in English, French and Spanish and has been sent to all permanent missions, United Nations Development Programme resident representatives and resident coordinators, United Nations bodies and programmes, national institutions, accredited non-governmental organizations and key media sources. The Secretariat is planning to publish more issues as part of the build-up to the World Conference.

59. In cooperation with the Department of Public Information, the Office of the United Nations High Commissioner for Human Rights has distributed flyers and brochures on the World Conference at the regional expert seminars held in Warsaw, Bangkok, Addis Ababa and Santiago de Chile, as well as at the various regional preparatory meetings. A poster for the World Conference, designed by the renowned French artist Tomi Ungerer has been issued, 50,000 copies in English, 15,000 in French and 15,000 in Spanish. A revised information brochure on the World Conference was prepared by the Department of Public Information: 45,000 copies have been distributed in English, 10,300 in French and 11,400 in Spanish. The brochure has also been distributed to all United Nations information centres in electronic form. A press kit consisting of a World Conference folder, brochure, background articles and fact sheets was distributed during the second session of the Preparatory Committee for the World Conference (May-June 2001).

60. "Sacred Rights", a special publication compiled by the Millennium World Peace Summit of Religious and Spiritual leaders in cooperation with OHCHR to commemorate the World Conference, was launched in Geneva by the High Commissioner on 15 June 2001. Publications on gender and youth are under preparation.

61. **Meetings and special events**. The High Commissioner has proclaimed a number of international meetings as satellite meetings to the World Conference, including the Bellagio consultation on the World Conference, organized by the International Human Rights Law Group in January 2000; the Conference on Discrimination and Tolerance organized by the Danish Centre for Human Rights in May 2000; the "Beyond Racism" Conference, organized by the Southern Education Foundation, Inc. in South Africa (May-June 2000); the Hannover Youth Forum, organized by Canada and South Africa, in August 2000; the Minority Rights Group's workshop on the International Convention on the Elimination of All Forms of Racial Discrimination, held in August 2000; and the Regional Meeting for indigenous representatives from Australia, Canada, New Zealand and the United States of America organized by the Aboriginal and Torres Strait Islander Commission in February 2001.

62. On 23 October 2000, a special event at United Nations Headquarters brought together Goodwill Ambassadors of various United Nations agencies and organizations. One of the seven Goodwill Ambassadors for the World Conference, Nobel prize winner for literature, Seamus Heaney, briefed his colleagues about the Conference.

63. Awareness for the World Conference and its aims was also raised on the occasion of the International Day for the Elimination of Racial Discrimination (21 March 2001) through several activities. A generic video message for the 21 March event was dispatched to United Nations information centres, media organizations and to other relevant destinations; a special edition of the Visionary Declaration with the signatures of world leaders was prepared and sent to the Department of Public Information for distribution to United Nations information centres worldwide, with a view to getting it published in local newspapers on or around 21 March 2001.

64. On 30 May 2001, a panel on "Discrimination and racial prejudice: the challenge at work" was hosted by the High Commissioner for Human Rights and the Director-General of the International Labour Organization (ILO), Juan Somavia, at the Palais des Nations in Geneva during the second session of the Preparatory Committee for the World Conference. This joint OHCHR/ILO event served as a curtain raiser for future special events planned to be held in Durban on the theme "Equality and diversity at the workplace".

65. On 1 June 2001, during the second session of the Preparatory Committee for the World Conference, a concert, entitled "Geneva United against Racism" and presenting recently appointed Goodwill Ambassador Natacha Atlas and the Massilia Sound System, was organized on the Plainpalais in Geneva. The High Commissioner welcomed the audience of 20,000.

66. **Working with the media**. Ongoing collaboration with the South African Broadcasting Corporation (SABC), Globo of Brazil, CNN and major print and electronic media organizations has been established. Upon the recommendation of OHCHR, the Department of Public Information has provided scholarships to Globo and SABC to participate in the ongoing World TV Forum in New York where, still with the collaboration of the Department of Public Information, activities related to the World Conference are being highlighted. On 7 December 2000, a videoconference hosted by international media and the Spanish-speaking

television networks, in which the High Commissioner participated, was held in Santiago de Chile.

67. Several interviews have been placed in various newspapers, such as *Le Figaro, Earth Times*, etc. The Executive Coordinator also undertook information activities for the World Conference during his last visit in South Africa, through interviews with representatives of various printed and electronic media.

68. The publication of a daily newspaper, in collaboration with the *Daily News* of South Africa (Durban), is being considered for the duration of the World Conference. OHCHR will also grant assistance to 15 journalists from the five regions of the world to travel to Durban.